

AN ANALYSIS OF THE LITERATURE ON THE TRENDS IN SCHOOL
LIBRARY QUARTERS, EQUIPMENT AND FURNITURE, 1930-1954

A THESIS

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CHAPTER I

INTRODUCTION

The important functional role of the school library is a recent twentieth century development in the consciousness of school librarians, principals, superintendents, teachers, supervisors, school board planning committees and architects. The realization that current educational trends present increasing demands for adequacy and functional library services have caused school library planners to think in terms of the library users instead of the library itself when constructing plans for building or renovating. The objectives of the school and the extent to which the library serves the community have definite bearing on the kind of quarters that are planned.

When organized library service in schools was relatively new in the early 1920's the major objective of school officials was to have some space designated in the building for the open shelving of library books. With the increase of enrollments, school buildings were larger and more attention was focused upon creating an atmosphere in libraries that would be more conducive to reading and studying.

In the earlier period, the 1920's, reading rooms, work space, librarians' offices, conference rooms and audio-visual rooms were not considered in connection with school library quarters. The librarian was primarily concerned with issuing books to persons who requested them. Now school librarians tend to have a personal feeling of responsibility to those they serve. School librarians are interested in

stimulating requests for service, in knowing about the individual backgrounds, the interests and abilities of students and in providing for students' welfare and comfort while they are in the library. Thus school administrators and librarians have shown an increasing interest in making school library quarters attractive and functional.

Library literature during the last 25 years has included an increasing amount of material on the physical aspects of all types of libraries indicating that beauty, comfort and convenience of library buildings and quarters, furnishings and equipment are important to meeting the needs of library users and in stimulating reading interests.

Mary Peacock Douglas summarizes the trends in school library development as follows:

- (1) There has been an upsurge in the improvement of school library facilities in the last half century.
- (2) Especially significant is the attention being given to the elementary school library.
- (3) The program of the school and the vision of the administrator determine to a large degree the library quarters provided.
- (4) The library quarters, whether in new buildings or resulting from renovations in old buildings, are projected in terms of usefulness and attractiveness.
- (5) The need for reading rooms, workrooms, storage space, conference rooms, offices, and library classrooms is receiving general acceptance in the more far-sighted schools. Provision for housing and using audio-visual materials and equipment as a part of the library plan is assuming importance.
- (6) The fundamentals of sound library planning apply to all types of schools - elementary, twelve-grade, junior high, and senior high schools.
- (7) Informality rather than rigidity is in evidence in the layout of all types of school libraries.
- (8) The use of color in decoration and the use of light furniture has improved the "eye-rest" factor.
- (9) Continued adaptation of shelving and furniture to the needs of the group served is providing more functional equipment.

(10) Attention is being given at the national, state, and local levels to the desirability of printed standards to serve as guides in new construction, as well as in renovation, of library facilities.¹

Purpose and Scope

In view of the trends toward more functional, attractive and comfortable school library quarters this study proposes: (1) to analyze in chronological order the literature from 1930 through 1954 which indicates the trends in school library quarters, decoration, furniture and equipment, (2) to compare the early trends in library quarters, decoration, furniture and equipment with the later developments, (3) to find out which magazines these articles appeared in most frequently and (4) to compile a chronological bibliography on school library quarters and equipment.

Methodology

The following procedures were used in the development of this study: A chronological bibliography was made of material relative to the subject from Library Literature,² Education Index,³ and the Readers' Guide to Periodical Literature⁴ from 1930 through

¹Mary Peacock Douglas, "Plans and Equipment for School Libraries", Library Trends, I (January, 1953), 330-331.

²Library Literature, ed. Dorothy Ethyl Cole (New York: Wilson, 1930-1954.)

³Education Index, ed. Dorothy Ross Carpenter and Elizabeth L. Miller (New York: Wilson, 1930-1954.)

⁴Readers' Guide to Periodical Literature (New York: Wilson, 1930-1954.)

1954. The entries in Library Literature were located under the subject headings "Architects and Buildings" and "School Libraries". The entries in the Education Index were listed under the general heading "Libraries, School" and under the sub-heading "Equipment and Supplies". The entries in the Readers' Guide to Periodical Literature were listed under the heading "School Libraries".

Then the articles in the bibliography were read in chronological order and detailed notes were taken. From the literature read a checklist was developed of items pertaining to school library quarters. This checklist was divided into three general categories: (1) quarters (as a whole), (2) decoration, and (3) furniture and equipment. The reading notes were classified by specific topics as indicated in the above statement.

Under the general heading of quarters and in the order of frequency the following subjects were treated: Location, workrooms, lighting, conference rooms, size of library rooms, windows, size of library quarters (measured by seating capacity), librarians' offices, reading rooms, study rooms, entrances and exists, storage space, audio-visual rooms, browsing areas, classroom libraries, ventilation and heat.

Under the general heading of decoration and in the order of frequency the following subjects were treated: Ceilings, floor coverings, wall color and finishes, color schemes, decoration, room arrangement and woodwork.

Under the general heading of library furniture and equipment

and in the order of frequency the following subjects were treated: Shelving, tables, chairs, furniture, charging desks, periodical racks, bulletin boards, display cases, fireplaces, card catalogs, atlas and dictionary stands, bookcases, sinks, and the following miscellaneous items: filing cabinets, newspaper racks, librarians' desks, maps, book trucks, telephones, shelf-list cases and typewriters.

Tables were set up to indicate the trends numerically by number and percentages as shown by the checklist items on school library quarters in general, on decoration, and on furniture and equipment.

The articles were analyzed to show the extent of emphasis of the various topics as indicated by the number of references to them found in the literature.

Following Chapter III there is a bibliography of the articles from educational and library periodicals which discuss the various phases of school library quarters from 1930 through 1954. The bibliography is arranged first chronologically by years and alphabetically for each year by author or title.

CHAPTER II

ANALYSIS OF THE LITERATURE, 1930 - 1954

Analysis By Date

From 1930 through 1954, 260 articles on physical facilities of school libraries were published in educational and library periodicals (see Table 1). The largest number of articles, 28, were published in 1933. The next largest number of articles by years appeared when in each of two years, 1932 and 1952, there were 22 articles on this subject. In 1952, 18 such articles were published. In each of the following years: 1930, 1935, 1943 and 1944, only four articles on school library quarters were published and in 1945 only one article appeared.

Of the 260 articles, 237 or 91.1 per cent of them deal in varying degrees with school library quarters in general; 93 or 35.7 per cent contain information on library decoration and 93 or 35.7 per cent refer to school library furniture and equipment (see Table 2). Some articles cover both of the categories and some include information on all three categories.

Analysis By Sources

The periodical indexes consulted by subjects as indicated in the Methodology in Chapter I, revealed that articles on school library quarters were published in eight magazines: The American

TABLE 1

NUMBER OF ARTICLES ON SCHOOL LIBRARY QUARTERS BY
YEAR AND NUMBER OF PUBLICATIONS FROM 1930 TO
1954

Year	Number of Articles Published
1930	4
1931	17
1932	22
1933	28
1934	10
1935	4
1936	6
1937	10
1938	11
1939	12
1940	6
1941	8
1942	6
1943	4
1944	4
1945	1
1946	7
1947	7
1948	7
1949	9
1950	11
1951	18
1952	22
1953	17
1954	9
Total	290

School Board Journal, Illinois Libraries, Library Journal, Library Occurrent, Library Trends, The Nation's Schools, New York Libraries and The Wilson Library Bulletin. The Nation's Schools and The American School Board Journal publish articles on all phases of elementary and secondary school education; however these magazines contained the greatest numbers of articles on the physical facilities of school libraries (see Table 3). The Nation's Schools, during the

TABLE 2

NUMBER OF REFERENCES TO SCHOOL LIBRARY QUARTERS IN GENERAL,
DECORATION, FURNITURE AND EQUIPMENT

Year	Quarters (in General)	Decoration	Furniture and Equipment
1930	3	1	1
1931	14	4	3
1932	20	5	5
1933	26	5	5
1934	9	4	4
1935	3	2	2
1936	6	6	4
1937	9	3	..
1938	11	5	4
1939	11	6	7
1940	5	2	1
1941	5	4	3
1942	6	2	1
1943	4	2	3
1944	4	1	2
1945	1	..	..
1946	6	2	2
1947	7	2	2
1948	7	1	3
1949	8	4	4
1950	10	5	5
1951	18	6	9
1952	20	9	9
1953	16	9	7
1954	8	3	7
Total	237	93	93

TABLE 3

NUMBER AND PERCENTAGE OF ARTICLES PUBLISHED BY MAGAZINE TITLE AND BY YEAR

Year	American School Board Journal	Nation's Schools	Library Journal	Illinois Libraries	Wilson Library Bulletin	Library Occurrent	Library Trends	New York Libraries	Total
1930	...	3	1	...	...	...	...	...	4
1931	13	4	...	...	...	...	...	...	17
1932	17	5	...	...	...	...	...	...	22
1933	23	4	...	...	1	...	...	...	28
1934	4	6	...	...	...	...	...	...	10
1935	...	3	...	...	...	...	...	1	4
1936	6	...	...	...	1	...	...	...	7
1937	...	10	...	...	...	...	...	...	10
1938	...	11	...	...	...	...	...	...	11
1939	...	11	...	...	...	...	...	...	11
1940	...	5	1	...	1	...	...	...	7
1941	...	7	...	...	...	...	...	...	8
1942	...	5	...	...	...	...	...	...	5
1943	...	4	...	...	...	...	...	...	4
1944	...	4	...	...	...	...	...	...	4
1945	...	1	...	...	...	...	...	...	1
1946	1	5	...	1	...	...	...	...	7
1947	6	1	...	...	...	...	...	...	7
1948	4	3	...	...	...	...	...	...	7
1949	6	2	1	...	...	...	...	...	9
1950	3	4	4	...	...	...	...	...	11
1951	9	6	1	1	...	1	...	...	18
1952	7	12	2	1	...	...	1	...	22
1953	10	3	3	...	...	...	...	...	17
1954	5	3	...	1	...	...	...	...	9
Total	114	122	14	4	3	1	1	1	260
Percent of Total Number of Articles	43.8	46.9	5.4	1.5	1.2	0.4	0.4	0.4	100

period 1930 to 1954 published 122 or 46.9 per cent of the articles examined for this study and The American School Board Journal 114 or 43.8 per cent of the articles. Of the library periodicals the Library Journal led in the number of articles on this subject with 14 or 5.4 per cent. Next in the order of frequency is Illinois Libraries with four or 1.5 per cent of the articles and The Wilson Library Bulletin with three or 1.2 per cent. Library Trends, Library Occurrent and New York Libraries rank last with one article each (less than one per cent of the total number of articles).

Analysis By Content

Library in General

Location.--In trying to determine the location for the school library it is wise to think in terms of the over-all architectural school plan and purposes in terms of activities that are a part of the school curriculum. The users of the library whether they are adults of the community, kindergarten pupils, elementary school pupils, or high school pupils should be considered in the planning. Fargo makes this observation.

Various sites for the library suite within the school building have been proposed; much of course depending on the general architectural plan, main traffic arteries within the school, the location of other study and activity units, lighting, need for quiet, and possibilities for expansion.¹

Location was described in 130 or 50 per cent of the references

¹Lucille F. Fargo, The Library in the School (4th ed.; Chicago: American Library Association, 1947), p. 204.

to the library in general. Four locations for the library were mentioned: Second floor, a central location, the first floor and the third floor. From the two articles which described location in 1930, one used the term centrally located and the other used the second floor. Centrally located seemed to be used to describe location in terms of the specific school needs and objectives. In 1933 out of 16 articles which referred to location 11 described the library as being located on the second floor; two on the first floor; two as its being centrally located and one suggested that it be placed on the third floor. Out of 13 articles that described location in 1932; seven used the second floor; four the first floor and two used the third floor. In 1942 out of five articles which treated location three used the term centrally located and two used second floor. Out of five articles in 1952 three used centrally located and two used first floor. From 1930 through 1954 the second floor was referred to 67 times, centrally located was used 36 times, first floor was used 16 times and third floor eight times.

It would be concluded that throughout this period the second floor is favored as the most desirable location for the school library; unless, the library serves the public in which case the first floor is preferred.

Size.--Size was described in 89 or 34.8 per cent of the references to the library in general. Size was measured by square feet 41 times; by seating capacity 23 times; described as large 13 times; as small two times; as being of ample size, medium and spacious one time each. In 1931 two articles referred to the size of library

quarters; each article measured the size by the use of the word large. In 1932, 10 articles mentioned the size of the school library; capacity and square feet were used four times; ample size and medium were used one time each. In 1942 two articles were published referring to the size of the library; one article made use of the term capacity and the other used the word large. Six references were made on the size of the library in 1952, three referred to the seating capacity of the library and three referred to the number of square feet of the library. The most frequent practice has been to refer to the size of the school library in terms of square feet and then next in terms of seating capacity.

Workroom.---The workroom was referred to in 69 or 26.5 per cent of the references to the library in general. From 1930 through 1933 library literature merely mentioned that the library should have a separate workroom. The first mention of the size of the workroom was in 1934 when one article referred to the workroom as a small one. From 1935 to 1937 articles referred to workrooms and also to space allocated as work areas within the area of the main library room. In 1938 articles began to refer to workroom equipment including the sink, running water, worktable, typewriter desk, and shelf-list file. The color and lighting of the workroom first received attention in the 1940 publications. The following description was made of one school library workroom in 1940.

Adjoining the periodical room is the workroom, 14' x 20' which has excellent north light from three low windows. Here, too, the color scheme harmonizes with that of the other rooms, olive green and blue.¹

¹"Modern School Library, El Monte, California," Library Journal, LXV (May 15, 1940), 450.

In 1944 school library plans were being designed to place the workroom near the reading room so that supervision by the librarian would be less difficult. Of the articles published from 1946 to 1950 size, location, and equipment of the workroom were still of much concern. Workrooms having glass partitions to improve library supervision were first mentioned in the literature in 1951. From 1951 through 1954 more attention was given in the literature to larger workrooms and to the importance of its location and equipment. The first reference to the ventilation of the workroom was made in the literature in 1954. In January, 1954 a survey showed that a group of librarians had this opinion concerning the workroom.

Considered by many librarians as the outstanding feature of their library was a large well planned workroom with plenty of shelving space for processing books, plenty of cabinets for storage, a sink and much counter work space.¹

From 1930 through 1954 the location of the workroom was mentioned 19 times, size 17, equipment 11, glass partitions three times, and a special location for the librarian's supervision two times. Today, the workroom is an essential part of library activity; therefore, when plans are being designed for school library quarters, it receives as much attention as any other part of the library.

Light.—Light ranks fourth as the most frequently discussed item relative to the library in general. It was described in 62 or 23.8 per cent of these references. The types of lighting were

¹R. G. Erbes, "If Librarians Planned the Libraries," Illinois Libraries, XXXVI (January, 1954), 16.

natural and artificial. From 1930 through 1954 the word artificial lighting appeared in the articles 15 times and natural lighting appeared 12 times. Artificial lighting included fluorescent lighting, incandescent lighting and cold cathode fixtures. Natural lighting included day lighting, directional lighting (northern, southern, eastern or western exposure), clerestory lighting, and skylighting. Directional lighting was first mentioned in 1939 and it continued to be mentioned through 1954. Variation in use of artificial and natural lighting was given attention in 1940. Lighting and its direct effect on the reader were given serious attention in 1942. From 1942 through 1954 light reflection and glare as they affect the reader, were given some thought. Advantages and disadvantages of various types of lighting were carefully pointed out. In 1944 the unsatisfactory use of table lamps was carefully pointed out. Articles pointed out the essential need of having proper lighting in all parts of the library. The largest emphasis was placed on lighting in the reading room. There was a trend toward the use of pastel color schemes in wall and ceiling decoration, floor covering and furniture; this causes light to reflect and helps the lighting problem. The number of references to light from 1930 to 1954 varied in each of these years from 10 references to no references. The largest number, 10 articles, were written in 1951. Much progress has been made in artificial and natural lighting development since the Second World War. It has become a realization that only the best library service can be rendered if the school has been given the best lighting system possible.

Conference rooms.—From 1930 through 1954 conference rooms were referred to 47 times in 18.1 per cent of the articles pertaining to the library in general. This was 18.1 per cent of the references on the library in general. Eight references, the largest number for a single year were made in 1952, six, the second largest number of references were made in 1932. The number of conference rooms included in library design for the various schools was mentioned in 26 articles, location in 21 articles, the purpose of the conference room in eight articles and the size of the conference room in two articles. Conference rooms were usually located near the librarian's office. The general purpose of the conference room was for group projects or activities of students and teachers who wish to discuss or do special study and research on a special problem. The attractiveness of the conference room was given little attention; it was not mentioned until 1954. The greatest emphasis was placed on the number of conference rooms available. This was dependent to a large extent on the size of the school, the location of the library in terms of the general architectural plan of the school, and the purposes for which conference rooms were planned.

Windows.—Windows were referred to 32 times or by 12.3 per cent of the literature references pertaining to the library in general. Points mentioned about windows in the article were: size, location, number, width and placement of windows. They may be placed high or low depending on the architectural plan of the room; large windows seemed to be best suited for library use. The location of windows may be on one or both sides of the library depending on how much

natural light is preferred and how much artificial light will be utilized. The direction in which windows are placed has an effect on the light received through the windows. It is a general agreement that when windows are placed to face the east or west they receive sunlight for only a part of the day; windows that have a northern exposure have a somewhat even penetration of sunlight each day. The placement of windows was mentioned in nine articles; size was mentioned four times. It is essential that windows be placed correctly and that there are enough windows to furnish proper ventilation and lighting. This observation is found in Fargo's The Library in the School.

After suggesting that the top of window glass be as near the ceiling as possible, the American Association of School Librarians' planning committee suggests the following formula for glass areas: Not less than 25 per cent of the floor area for glass starting 3 feet above the floor, and 20 per cent for glass starting 4 feet above the floor.¹

It may be concluded that the size and placement of windows have definite effects on the lighting and ventilation of the school library. Light that comes from the north is generally accepted to be more ideal because of its evenness and lack of glare; however, the types of windows used and the number will be determined to a large extent by the general architectural plan of the building.

¹M. A. Tinker, "Lighting", Nation's Schools XXVII (May, 1941), 47. Quoted in Lucille F. Fargo, The Library in the School (4th ed.; Chicago: American Library Association, 1947), pp. 218-219.

Office of the Librarian.---From 1930 through 1954 the office of the librarian was mentioned 28 times or in 10.8 per cent of the references on school library quarters. The number of references for any given year did not exceed five. The second largest number of three was made in 1932. Location of the librarian's office was the most outstanding feature mentioned in the literature a total of 10 times. In eight references the office was placed near the workroom, near conference rooms in two, references near service rooms twice and near the reading room once. According to the literature this seemed to be the ideal location because the librarian could see the other parts of the library for supervisory purposes. The size of the office, light, and equipment for the librarian were given almost no attention; only once were these items referred to in the literature. Fargo makes this statement concerning the librarian's office.

An office for the head librarian is desirable in the large school; it need not be large. In the small school it may be combined with the workroom by adding a desk. In any case, it should be adjacent to both reading room and workroom.¹

It may be concluded that the location of the librarian is most essential because of the responsibility of the librarian to be located where she can see what is going on in the library.

Reading rooms.---From 1930 through 1954 there were 25 articles or 9.6 per cent of the references on the library in general which

¹Ibid., p. 212.

mentioned the reading room. This is one of the most interesting rooms in the library. The largest number of four articles were published in 1950. The range from 1930 to 1954 of the number of articles including information about school library reading rooms was from four to one. The essential requirements for the reading room were listed in the order of frequency: size, location, lighting and equipment. Size was described in terms of large, square feet, or seating capacity. Location should be central. Lighting should possess all the qualities of good lighting whether natural or artificial. Directional lighting from the windows and fluorescent lighting were accepted as being the best. Equipment which included comfortable chairs, tables of varying shapes as well as good arrangement was a general trend. Low shelving was acceptable. Light color schemes for the reading room were important for decoration as well as for the effect it had on light by decreasing the glare. One author said this: "The living room could be used as the main reading room."¹ This is an excellent comparison. The patron has been the main object in view in the planning, decorating and equipping of the reading room. For comparative purposes look at a description of a reading room in 1931. It states:

The reading room, 33' by 59' in size, accommodates 126 at tables and is supplemented by two conference rooms and two reading alcoves supplying 26 additional seats.²

¹Elizabeth Elgin, "Boom Town Library", Wilson Library Bulletin, XVI (May, 1942), 707.

²Frank A. Childs, "Lincoln High School and Field House," American School Board Journal, LXXXIII (November, 1931), 45.

In 1940 an author gives this description:

The main reading room has a seating capacity of 120, and is equipped with comfortable chairs and tables of natural birch. A great amount of daylight pervades the room through the twenty-seven awning-type windows, grouped in threes, on the north, east, and west exposures above the light oak wall shelving. Semi-obscure window panes as well as the Venetian blinds (not the conventional cream or white, but chartreuse green) soften the glare. The walls down to the top of the shelving are of accoustic plaster with a pale greenish cast. The ceiling, sixteen feet in height, bears a modernistic decorative design of blue and green narrow wood bands in a geometric pattern which is very pleasing. This bit of color, along with the terra cotta doors, emergency exits, relieves any severity of the room.¹

The final description was written in 1950 by Daniel Jenkins, Supervising Principal, Haines City, Florida. It states:

The reading room occupies about three-fourths of the southern end of the building. The west wall of the room is composed of sliding double glass panels separated by brick piers that extend far enough beyond the wall to cut off glare from the room. Eventually double book shelves, jutting out from these piers, will be built in the room. The large pleasant reading room is painted in restful shades of blue green and pale yellow. Lined oak furniture, including both rectangular and round tables gives cheer to the room. Lowered fluorescent lights flood the room with brightness on dark days. Accoustical tile covers the ceiling, and asphalt tile, the floor. The built-in charging desk of blue-green, with a plastic top, curves gracefully between the double glass doors that open outward to a covered walk on the east side and to a reading terrace.²

Reference was made to the size of the reading room nine times, location eight times, lighting five times and equipment four times. Each area of the reading room was given some attention including the ceiling,

¹Corette W. Anderson, "Modern School Library, El Monte, California," Library Journal, LXV (May 15, 1940), 450.

²Daniel Jenkins, "New Haines City High School Library," Library Journal, LXXXV (December 15, 1950), 2,118.

walls and floors as well as furniture and equipment.

Study rooms.--Study rooms were described in 24 or 9.2 per cent of the references to the school library quarters. In four articles the study rooms were adjacent to the library with glass partitions. Although some libraries were used as a library-study hall, this was not a general trend. The study rooms were not given the detailed attention that the other library rooms were given. There was no mention of decoration, furniture and equipment. It may be concluded that study rooms were not considered important in connection with library planning from 1930 through 1954. This may be attributed to the fact that separate study halls come under the jurisdiction of another department in the school.

Entrances and exits.--Entrances and exits were described in 21 or 8.1 per cent of the references to school library facilities. References made to library entrances and exits did not exceed three for any one year of the 25-year period. Three articles were published in each of the years, 1930 and 1951. Of the articles that included material on entrances and exits, 10 of them referred to the public entrance because the libraries served the adult public. Branch public libraries were commonly placed in the schools. Care was taken to provide separate entrances and exits for the adult public so that the libraries could be entered without having to go through other parts of the building after school hours. Entrances were placed carefully to try to cut down on traffic from study halls and other parts of the building, to limit the number of books lost and to decrease the number of pupils who would leave the library without

being properly dismissed. In Fargo's The Library in the School this statement is made:

Incoming pupils are ordinarily expected to remain for a full period, and the presence of several exits offers too tempting an opportunity to "cut" or to slip out with unrecorded books.¹

As a safety measure doors which swing out from the inside should be used in case of fire or any other emergency. Fargo said:

For pupil access from within the building, swinging doors provided with steps are desirable in any library. Fire regulations demand that they swing out. Locks which cannot be manipulated by an ordinary passkey should be installed.²

It may be concluded that entrances and exits are placed in accordance with the purposes they are to serve; however, their location should be determined by the anticipated amount of traffic, the kind of patrons to be served (school children and adults), and for the maximum safety in case of an emergency.

Storage space.—Storage space was described in 18 or 6.9 per cent of the references to the library in general. During the 25-year period not more than three articles appeared in any one year. The location of storage space was mentioned most frequently, seven times; and the size of storage space stated three times. The use of storage space for a variety of purposes was given eight times. There uses included storage of new books, supplies, old issues of periodicals

¹Fargo, op. cit., p. 208

²Ibid.

and audio-visual materials. It may be concluded that although storage space did not receive special emphasis it was considered an essential part of the school library.

Audio-visual room.—The audio-visual room was described in 11 or 4.2 per cent of the references to the library in general. Three articles, the largest number for a single year, on the audio-visual room appeared in 1952.

The modern library, as the center which cares for all instructional materials, must make provision for the storage, care of, and cataloging of visual aids materials. This includes slides, films, phonograph records, pictures, and all equipment.¹

According to the articles analyzed the audio-visual room was used for housing and previewing films as well as storing records, slides, recordings, projectors, tape recorders, earphones, record slot cabinets, filmstrip holders, and film cabinets.

Browsing areas.—The browsing area was referred to 10 times in 3.8 per cent of the references pertaining to school library quarters. Points mentioned about the browsing area in the articles were: the browsing area as a part of the reading room, color schemes used, size of the area, furniture, fireplace and draperies. In two articles the browsing area was referred to as a part of the reading room. An informal atmosphere can be created in the browsing area. Furnishings usually consist of a comfortable sofa, an easy chair or two, lamps and colorful draperies. Maple and birch were the types

¹Alevia McCord, "Library Quarters," Illinois Libraries, XXXIII (January, 1954), 10.

of furniture most frequently mentioned. An earlier descriptive article and a more recent one pertaining to the browsing area may give an idea of the types of browsing areas referred to in the literature. In 1938 the following observation was made concerning the browsing area of a library.

It provides a general reading room with its browsing nook, separated by counter height double-faced book shelving affording space for group work.¹

By 1950 there was quite a change in the description of the browsing area; a writer gave this description.

Upon entering the library, a homey atmosphere greets the reader as he finds himself in a large, comfortable, "browsing area" or foyer. A long built-in davenport covered with aqua colored plastic "leather" is flanked with modernistic end-tables and surmounted by a large photo mural in sepia depicting a California ocean view. Flower boxes built around a pillar are planted with in-door, large-leafed plants and harmonize with the sea foam green coloring of the east and west walls. Contracting cream-colored walls are on the north and south.²

It may be concluded that when the browsing room is attractive and informal it almost compels patrons to come to the library to enjoy its delightful atmosphere as well as to relax and find something of interest to read.

Classroom libraries.—Classroom libraries were described in 10 or 3.8 per cent of the references to the school library. According

¹A. F. Gilbert, "Laying Out the Library," Nation's Schools, XXII (October, 1938), 45.

²Irene McLeod, "California School Builds Model Library," Library Journal, LXXV (January 15, 1950), 123.

to the literature examined classroom libraries can be described as branches to the main library in the school; they can be used in an effective way by the classroom teacher to help the librarian teach the use of the library. In rural schools many classroom libraries take the place of a central library in the school. In schools serving more than a thousand pupils it would be hard and almost impossible for the central school librarian to render the most efficient service without some help from the classroom teacher by the use of the classroom library in helping to familiarize the students with the skills they need to master in order to obtain maximum library service and to make the pupils conscious of and familiar with the types of material found in the library. In 1952 an author made this observation.

The library is planned so that its program will provide boys and girls with library materials and services they need when they need them. It does not take the place of the classroom library, rather it is the source of the classroom libraries.¹

It may be concluded that the classroom library is a valuable adjunct to the central school library when it functions; also it can be used to advantage in teaching library skills.

Ventilation.—From 1930 through 1954 ventilation was referred to in 10 or 3.8 per cent of the references to the school library in general. The following methods of ventilation which may be grouped under the general types, natural and artificial methods, were: grille work inside the dome, central fan room in which fresh air is forced in at the ceiling and exhausted through registers close

¹"Lynnewood Elementary Schools," American School Board Journal, CXXV (December, 1952), 37.

to the floor, ventilated skylights, large windows with outside steel sashes and clerestory windows.¹ Ventilation is as essential to the library user as lighting and heating; therefore, it is important to make sure that the best ventilation possible is provided.

Combination study-hall library.—The combination study-hall library was described in seven or 2.7 per cent of the references to the library in general. According to the articles examined for this study the combination study-hall library is usually found in the smaller schools where there is likely to be a teacher shortage. Care should be given to the location of exits and entrances where the library is used for this purpose so that the number of children who leave the room without being properly dismissed will be reduced and the book losses will be less acute. It is usually an added responsibility of the librarian to supervise a study hall as well as to take care of other library responsibilities.

Heat.—Heat was referred to seven times or in 2.7 per cent of the references pertaining to school library quarters. The following kinds of heating units were mentioned: warmulators with automatic

¹Encyclopedia Americana. 1957 ed. Vol. VII. Article, "Clerestory or Clearstory." Clerestory or Clearstory, an architectural term meaning a wall of a structure pierced by windows and rising above the adjoining roof of a lower portion of the building, as in a church or hall. Clerestory windows serve to admit light, and sometimes air, to the central portion of the building. The earliest known example of the use of the clerestory is the hypostyle hall in the great temple of Amon-Ra at Karnak, Egypt. A good modern example of the use of the clerestory is the Pennsylvania Railway Station in New York City.

thermostat controls and safety pilot valves, insulated block design, vacuum-vapor and thermostat control. The heating system to some extent may be determined by the architectural design of the building and the availability of funds for heating purposes. Several of the articles contained general statements in reference to the most recent developments in natural and artificial lighting, heating, and ventilating simultaneously; this indicates that windows affect lighting, ventilation and heating.

Library Decoration

Ceiling treatment.—The analysis of the literature included in this study on the interior decoration of school libraries revealed the fact that ceiling treatment received the most attention. From 1930 through 1954 ceilings were referred to in 50 or 19.2 per cent of the total number of articles on the physical facilities of school libraries. Ceiling treatment was described under four general categories: height, color, material and style.

In 1930 the only reference to ceilings in school libraries was relative to height in the proper proportion to the area of the room. Ceiling heights were referred to five times with usually a recommended height of 15 feet and six inches. No mention is made of height after 1935.

Colors used in descriptions of school libraries for ceilings included Chinese red, ivory, cream, blue and yellow. It was recommended, however, that the colors of the ceiling should be so light that they will aid in the reflection of light. Of the seven references

located on ceiling colors six were in the more recent articles, 1941 - 1945, with the first one occurring in 1931.

The materials of school library ceilings received quite a bit of attention having been mentioned 11 times. In 1931 and in 1933 ceilings are described as being constructed of heavy oak beams, in 1932 dark and light wood paneling is used. Beginning in 1934 and going through 1941 acoustically treated and sound absorbent materials for school library ceilings are referred to eight times. In the later years emphasis was placed upon the use of insulation and acoustically treated materials that would provide a quiet atmosphere in the school library.

Styles of ceilings were referred to only twice; in 1932 ceilings of wood paneling were described and in 1941 arched ceilings were mentioned.

Floor covering.—Next to ceiling treatment floor covering received the greatest amount of emphasis in regard to the interior decoration of school libraries. Flooring was mentioned in 46 or 17.6 per cent of the articles in the study. The types of flooring materials used were specifically named in 44 of the 46 references mentioned. The other two references described the coverings as being noiseless and colorful. Ten types of flooring materials were described, they were: maple, terszzo¹ cork tile, sheet linoleum, linoleum tile, rubber tile, oak, asphalt tile, linotile and battleship linoleum.

¹A floor covering of small marble chips set in cement and polished.

According to the references asphalt tile was the most frequently used type of material; it was referred to 15 times. Cork tile was second in frequency; it was mentioned in the references seven times; rubber tile was third in frequency described six times; sheet linoleum was referred to four times and linoleum tile was mentioned twice. Maple, terazzo, sheet linoleum, linotile, and battle-ship linoleum were each referred to once. The largest number of references were made to floor covering in 1952 and 1953; five references occurred in each of these years. Four references were made in 1936 and three references were made in each of the following years: 1934, 1941, 1949, 1950, 1951, and 1954.

The colors of the following materials mentioned in the references were: different shades of green, gray, black and white, dull reds and blues, and greenish gray. In the 1930's the description of floor coverings consisted generally in naming the type of floor covering used, sometimes, the color was referred to; however, more detailed descriptions were given in the 1940's. T. J. Young made this observation concerning floor covering in 1944.

Cork tile floor covering is good but not perfect. It shows scuffing, along the path of maximum travel and the imprint of furniture. Linoleum, too, is satisfactory and shows the effects of wear less than cork but it, too, is subject to impress marks. If either of these materials is used, the custodian will be in favor of putting some type of broad base glides on the movable furniture.¹

¹T. J. Young, "What is a Good Library?" Nation's Schools, XXXIV (July, 1944), 35.

Fargo makes this observation concerning floor covering.

The freedom of movement essential to satisfactory library work, plus the necessity for quiet, points clearly to a noiseless floor covering for the reading room, and for other rooms too if possible. Pre-war suggestions for floor coverings of rubber tile, cork tile, linotile, and battleship linoleum may have to be revised as newer materials come on the market, though the points to be considered remain the same: the daily care required, ease in making repairs, durability, service, and cost. Battleship linoleum has had wide use, though some prefer linotile because, being made in small sheets or tiles differing in color, it obscures trifling irregularities in flooring; also, sections may be taken up separately for repairs or the installation of electric floor outlets.¹

Alema McCord made this observation concerning floor materials in 1951.

Asphalt tile is probably the most desirable but the most expensive of the possible floor coverings. After that would come cork tile, rubber tile and battleship linoleum.²

It may be concluded that asphalt tile is the most desirable type of floor covering even though it is the most expensive.

Walls.—The third largest number of references on library decoration were concerned with the colors and finishes of walls. Walls were described in 37 or 14.2 per cent of the references analyzed. The kinds were plaster, paneled, acoustic board and acoustic tile. The finishes consisted of oak wainscoting, birch finished walnut and stained pine. The colors mentioned included: eucalyptus green, cream,

¹E. L. Power, Work With Children in Public Libraries (Chicago: American Library Association, 1943), pp. 135-36. Quoted in Fargo, op. cit., p. 216.

²Alema McCord, "Library Quarters," Illinois Libraries, XXXIII (January, 1951), 10.

rose peach, blue, rose-beige, and yellow. The panelled wall seemed to be the most desirable; it was referred to seven times. Plaster was mentioned four times. It was a general trend to give the walls acoustic treatment so that they would have a noiseless effect. In 1934 the references were made to the wall finish and the acoustic treatment of the walls. By 1944 reference was made to the kind of mass material that was used which at that time was acoustic plaster or tile. An author made the following observation concerning the colors of walls in 1954.

Soft pastels are recommended for the walls, and white for the ceiling.

It may be concluded that the trend is toward acoustic treatment, oak wainscoting, birch, walnut and stained pine finishes and pastel colors.¹

Color schemes.—Selecting a color scheme that is attractive, soft and restful is essential in the decoration of the school library. Careful selection of color schemes should be made for ceilings, walls, floors, furniture and furnishings. The fourth largest number of references on library decoration referred to the color schemes of the school library. These were mentioned in 30 or 11.5 per cent of the references on school library quarters. The largest number of articles, four, appeared in each of the years, 1953 and 1954. Three references were made in each of the years 1939, 1940, 1950, and 1952. References to the color schemes included the library as a whole, decoration, furniture and equipment. The trend is toward rich, soft, restful, light

¹R. G. Erbes, Jr., "Housing the School Library", Nation's Schools, LIII (April, 1954), 64.

colors in furniture, walls, ceilings and floor coverings. This reference was made to the library as a whole in 1931.

It is difficult to describe this quiet, impressing and colorful room.¹

Colored bookshelves had become an innovation in the color schemes by 1941. Alenia McCord said in 1951:

The accent today is on color. Vivid but restful colors used in floors, draperies, and furniture can make the library the most beautiful room in the school.²

The reading room with a browsing section receives especial attention in decoration. This is a colorful description of a browsing section which reveals the trends in color decoration written by a librarian in Charlotte, North Carolina.

The color scheme is yellow and green, with one wall yellow and the adjoining wall green. Yellow venetian blinds are used on the side of the room from which there could be any glare. All furnishings are in blond oak which gives the room its bright cheery atmosphere and charm.³

It is a trend to paint the opposite wall a different color. It may be concluded that the trend is away from dull unattractive colors toward attractive, rich, soft, restful colors.

¹R. N. Chenault, "How a Dream Transformed Education in This Tennessee Town", Nation's Schools, VIII (November, 1931), 57.

²Gertrude Coward, "Library Quarters", Illinois Libraries, XXXIII (January, 1951), 9.

³Gertrude Coward, "We Point With Pride", Library Journal, LXXVII (December 15, 1952), 2,122.

Decorations.---Decoration was described in 15 or 5.8 per cent of the references on library decoration. Decorative features mentioned in the references were: color, paintings, murals, fireplaces, carvings, engravings, sculpture, panelling, borders and flowers. Bulletin boards and display cases were also decorative features that were used. Fargo made this observation concerning school library decoration.

Possible decorative features for the library, other than books, which are themselves highly decorative when displayed on open shelves, include pictures, hangings, sculpture, pottery, panelling, fireplaces, murals, friezes, posters, plants, and flowers.¹

Fargo also said:

For publicity purposes, the library must maintain bulletin boards and display exhibits, all decorative features.²

Library decoration should be in harmony with the other features of the library including the amount of shelf space, colors used on ceilings, walls, and floors as well as in furnishings, which include draperies and furniture. Shelf space should not be sacrificed for decoration. It should add to the richness and attractiveness of the room by its artistic features of good balance, harmony, and color. Fargo gives a summary statement of the following essential decoration principles from Mosier's publication. It said:

Following these principles requires careful consideration of balance, color harmony, unity, fitness, and good taste as well as utilitarian objectives.³

¹Fargo, op. cit., p. 216.

²Ibid., p. 217.

³E. A. Mosier, "Decoration of the School Library," New York Libraries, XIV (May, 1935), 198-202. Quoted in Fargo, op. cit., p. 216.

It may be concluded that decorative features make the school library home-like and appealing; nevertheless, in one's planning of decorative features the principles of balance, harmony and color should be kept in mind.

Room arrangement.--Room arrangement was described in 13 or five per cent of all the references. According to the references they reveal that the library should be arranged so that pupils will receive the maximum comfort and service and the librarian can act in a supervisory capacity in taking care of the library processes and responsibilities without undue work and strain; therefore, the placement of furniture and equipment is of major importance in the arrangement of the room. Arrangement is determined somewhat by the sizes and shapes of the objects to be arranged. Proper spacing and lighting should be given special attention when trying to decide on an arrangement for a room. When furniture and equipment are not properly spaced there is a lack of attractiveness and balance which should be part of library design. Chairs and tables should be arranged so that pupils will get the proper amount of light without glare. The arrangement should be so unique that every activity carried on in the room can be seen by the librarian. Workroom equipment should as far as possible be arranged systematically according to possible frequency of use.

References indicate that charging desks are usually placed just inside the main entrance. The charging desk should be placed as far from the central study area as possible so that library traffic will not disturb pupils who are studying.

Fargo gives the following suggestions as to the arrangement of the library.

Aisle space:

- Between tables (no chairs in circle) ... 3 feet minimum (4 feet is better)
- Between tables (chairs in aisle) ... 5 feet minimum
- Between table ends and shelving ... Same as between tables
- Position of tables and book stacks ... Ends to the light (or otherwise arranged to conserve eyesight)
- Position of circulation desk ... Near the exit, commanding the room; also near the workroom if possible
- Location of files ... Near the circulation desk, or the reference desk if there is one
- Location of card catalog ... Same.¹

It is of best interest to the librarian and pupils if the reference collection is not placed near the circulation desk. This will limit the number of pupils who would cause the circulation area to be congested. Books are usually arranged according to the Dewey classification scheme; however, over-sized books and fiction may cause possible concern. Fargo makes the following suggestion as to book arrangement.

Oversized books should be placed either on the bottom shelf of the case where they classify, or in a special case denoted by a symbol added to call numbers.

The ready reference collection should be kept in the neighborhood of the desk so that the librarian may better supervise its use. Reserve books shelved entirely away from the desk relieve crowding but require an assistant to look after them. Lacking help, the librarian will probably wish to keep reserves close at hand - perhaps behind the desk.

Locating all receptacles for magazines (display rack, storage cupboards and shelves for bound volumes) close to each other is advantageous, and use will be facilitated if space for the Readers' Guide adjoins. A counter or a table fitted with pigeon holes may serve the purpose.

¹Fargo, op. cit., p. 239.

Fiction location close to the exit has a tendency to disappear, as do radio manuals, debaters' handbooks, volumes on games and sports and other too popular volumes. They may therefore be shelved behind the desk, this unusual location being indicated by a symbol added to the call number. Display shelves or racks will naturally be located near the entrance or alongside the approach to the desk where they may be seen.¹

It may be concluded that according to the references the arrangement of the library determines to a large extent its attractiveness. The placement of the furniture and equipment used directly by the librarian determines the kind of supervision she is able to give and it is a time saving element as well as an element of convenience when it is properly placed. The central position of the charging desk affects the type of service that will be rendered and the librarian can do a better supervisory job if the arrangement allows the activities in the room as well as in adjoining rooms to be seen without too much, if any, difficulty. Books should be arranged by the Dewey classification; other symbols should be used for location purposes if necessary; although certain reference material should be placed behind the desk of the librarian so that it will not be so accessible to those pupils who may be tempted to carry it from the room without checking it out properly.

Woodwork.--Woodwork was described in 13 or 5.8 per cent of the references on school library quarters. Oak and maple are good types of wood to use for woodwork because they are hard and

¹Ibid., p. 241.

durable. They do not easily mar nor do they show scratches and dirt as easily as some other types of wood. Natural or stained woodwork is a suitable match for almost any color of walls, ceilings and floors as well as furniture and furnishings. The following kinds of materials for woodwork were described in the articles analyzed: walnut, butternut wood panelling, Philippine mahogany and light oak wood. The woodwork was frequently enameled in gray or brick finished in gray brown. It may be concluded that materials that are easy to keep from being marred and dirty and that are easily matched with furniture and furnishings are the best kind for woodwork.

Library Furniture and Equipment

Shelving.--The largest number of references on library furniture and equipment dealt with shelving. It was described in 69 or 26.5 per cent of the references on school library quarters. Eight references, the largest number appearing in one year occurred in 1952. Seven, the second largest number of references, were in 1939; and, the third largest number of articles, six, came out in 1951. Four references were indicated in each of the following years 1932, 1934, 1936 and 1953. The amount of shelving space was usually indicated in terms of volume accommodations; however, sometimes it was indicated by the amount of shelf space which covered the walls. Volume capacity was referred to 10 times; the amount of wall coverage four times. References indicated that the following types of materials were used in shelving construction: solid walnut, stained knotty pine,

wood, oak, steel and brick. Three references indicated the use of wooden shelving. The others were mentioned one time each. References indicated the following kinds of shelving construction: adjustable, open-shelf, built-in, double faced, panelled, recessed, counter-height. Adjustable shelving was referred to seven times; open shelf three times; built-in, double faced, panelled, recessed and counter-height two each.

It may be concluded that ample shelving space is essential. It should always be planned for an increased book collection. Adjustable shelving is popular because it can be fitted to various sizes of books. There is an indication that wooden shelves are the most frequently used.

Tables.---The second largest number of references on library furniture and equipment referred to tables. They were described in 50 or 19.2 per cent of the references on school library quarters. Five references, the largest number, were made in 1951. Four references, the second largest number appeared in each of the following years, 1933, 1936, and 1939. Tables were described in terms of number, kind, size, and shape. The kinds of tables indicated were: reading tables, conference tables, work tables and study tables. The designs mentioned were: Tudor, Windsor, Colonial, and modernistic. The types of table materials were: cherry boards, linoleum tops, oak, walnut, birch and tile tops. The round tables were the most frequently used; they were referred to 10 times. Rectangular tables were the second choice; they were mentioned four times. Circular, hexagonal and oval shaped tables were referred to one time each. It

may be concluded that round tables are more acceptable because of their informality and attractive appearance. Long tables are somewhat outmoded in their appearance.

Chairs.--The third largest number of references on library furniture and equipment referred to chairs, which were usually made from the same types of materials as the tables. Chairs were referred to in 36 or 13.8 per cent of the references analyzed. Five references on chairs, the largest number, were made in 1951 which is identical in number and year with the references that referred to tables during the period of the study. Three references, the second largest number, were indicated in each of the following years: 1933, 1936, and 1954. The styles of chairs were the same as those of the tables which were Tudor, Windsor, Colonial and modernistic. The chairs were usually separate and movable. The types of materials used were the same as those used for the tables namely: oak, walnut and birch. Six chairs were usually placed at each of the tables and the number of chairs used in the library varied according to its seating capacity; however, as far as possible no chairs were placed at the ends of tables; this allowed more walking space between tables and chairs and also gave the room a more attractive appearance. It may be concluded that chairs are usually selected to match the tables in style and types of material.

Furniture.--Furniture received the fourth largest number of references on library furniture and equipment. It was referred to in 34 or 13.1 per cent of the references used in the study. Six references, the largest number, were made in 1939; the second largest

number, five references, were mentioned in 1951. Furniture was referred to according to types of materials which was usually walnut, maple, birch and oak. The colors were usually soft gray, brown, light wood or natural finishes. The arrangement, sizes and styles were mentioned occasionally. It may be concluded that light colored furniture is preferred in lieu of dark furniture which is a trend in keeping with other attractive features of today's modern school library.

Charging desks.--The charging desk was mentioned in 26 or 10 per cent of the references on school library quarters. Four references, the largest number, were made in 1952; the second largest number, three references, were made in 1938. The location of the charging desk was the feature most frequently described. According to the references it was usually placed near the main entrance of the library; this allowed for an over-all view of the entire library by the librarian; therefore, proper supervision could be easily attained. A recent innovation in architectural design of the charging desk is the built-in combination of the charging desk and card catalog. Oak was the only kind of material mentioned in the references used for building charging desks. The size and style of the charging desk depended upon the shape and size of the library room in which it was located. It may be concluded that the proper placement of the charging desk is an essential and aids the librarian in supervising the library effectively.

Bulletin boards.--The bulletin board was referred to in 14 or 5.4 per cent of the references on school library quarters. Three

references, the largest number, were mentioned in 1952. Two references, the second largest number, were made in 1950. References were made to bulletin boards in regard to number, size, material and placement. According to the references each library should have two large sized bulletin boards of cork material placed on either side of the windows. Bulletin boards did not receive too much attention; however, this is one of the librarian's best publicity techniques as well as a large decorative feature and a source of information; therefore, they should be included in the library plan.

Periodical racks.--Periodical racks were mentioned in 14 or 5.4 per cent of the references analyzed. The types of racks used according to the references were separate-movable pieces of furniture or built-in shelving as part of the wall shelving.

Fireplaces.--The fireplace was mentioned in 13 or five per cent of the references on school library quarters. References described it as one of the most attractive decorative features of the library; it gave a home-like atmosphere. The two kinds of materials used for building the fireplace were brick and stone. It was described usually as large. It may be concluded that the fireplace adds to the attractiveness of the library and whenever possible it should be included in the building plan of the library.

Display cases.--Display cases were mentioned in 13 or five per cent of the references on library furniture and equipment. References indicated that the placement of the display case was important and that it should be located somewhere near the entrance so that it can be easily noticed. The display case can prove a

valuable asset to the library as decorative and publicity features; therefore, space for it should be included in the architectural plan of the library.

Card catalogs.--References to the card catalog were made in 12 or 4.6 per cent of the articles on school library quarters. Two was the largest number of references made in 1953 and 1954 each. According to the references, the card catalog was usually built of blond wood; it was easily accessible and usually built near the service desk or in the center of the library. Two recent innovations have been the use of the combined charging desk and card catalog and also the built-in catalog. It may be concluded that the card catalog is the key to the knowledge found in the library arranged in a systematic fashion; therefore, it should be placed in a most convenient position.

Atlas and dictionary stands.--Atlas and dictionary stands were mentioned in 10 times or 2.6 per cent of the references analyzed in the study. According to the references atlases and unabridged dictionaries should be placed on revolving stands; these stands should be built in keeping with the style of the other furnishings in the room. Care should be taken that these books are not placed on stationary stands before windows because of the glare to vision. Atlases and dictionaries are among the most frequently used library materials; therefore, they should be easily accessible and away from the glare since the print in these books is unusually small; the placement of these stands should be considered in library planning.

Book cases.--Book cases were mentioned nine times or in 3.5 per cent of the references on school library quarters. There were no descriptions of specific features of the book cases; they were merely mentioned.

Sinks.--The sink was mentioned in nine or 3.5 per cent of the total number of references analyzed. It was usually a part of the workroom equipment. This is an essential part of the workroom for processing purposes and should always be included in the library plan.

Miscellaneous items.--The following miscellaneous items were given some treatment in the literature on library furniture and equipment. Included in this list of items were filing cabinets which were mentioned six times or in 2.3 per cent of the literature. Librarians' desks, newspaper racks, and vertical files were discussed briefly in five references each or in 1.9 per cent of the articles analyzed. Attention was focused on book stack space in four or 1.5 per cent of the references. Maps, work counters, and typewriter desks occurred in three or 1.2 per cent of the articles analyzed. Telephones, book trucks, and shelf-list cases appeared in two or .77 per cent of the references. Only one reference was made to a typewriter as a part of school library equipment.

CHAPTER III

SUMMARY OF TRENDS

Library in General

Of the 260 articles on school library quarters located in educational and library literature from 1930 through 1954, 237 or 91.1 per cent of them contain reference to the library in general. Of the total number of articles analyzed the location of the school library was mentioned or in some way discussed in 130 or 50 per cent of the 260 articles used in the study. According to Table 4 it is shown that the other characteristic features of the school library in general were discussed in the following order of frequency; size in 89 or 26.5 per cent of the articles, workrooms in 69 or 26.5 per cent, lighting in 62 or 23.8 per cent and conference rooms in 47 or 18.1 per cent, windows in 32 or 12.3 and offices of librarians in 10.8. References to other features of the library in general which occurred in 25 or in less than 10 per cent of the articles were in the order of frequency as follows: reading rooms, study rooms, entrances and exits, storage space, audio-visual rooms, classroom libraries, ventilation, browsing areas, combination library-study hall rooms, heating. Items mentioned five times or less were work space, separate periodical rooms, reference rooms, combination office and conference rooms, separate browsing rooms, conference alcoves, plumbing, combination workrooms and offices, and reading alcoves.

TABLE 4

NUMBER AND PERCENTAGE OF REFERENCES ON THE LIBRARY
IN GENERAL IN ORDER OF FREQUENCY

Subjects	Number of References	Percentage of Total Articles
Location	130	50.0
Size	89	34.2
Workroom	69	26.5
Lighting	62	23.8
Conference Rooms	47	18.1
Windows	32	12.3
Office of Librarian	28	10.8
Reading Rooms	25	9.6
Study Rooms	24	9.2
Entrances and Exits	21	8.1
Storage Space	18	6.9
Audio-visual Rooms	11	4.2
Classroom libraries	10	3.8
Ventilation	10	3.8
Browsing Areas	10	3.8
Combination Study Hall and Library	7	2.7
Heat	7	2.7
Work Space	5	1.9
Periodical Rooms	5	1.9
Reference Rooms	4	1.5
Combination Office and Conference Rooms	3	1.2
Browsing Rooms	2	0.7
Conference Alcoves	2	0.7
Plumbing	1	0.4
Combination Workroom and Office	1	0.4
Reading Alcoves	1	0.4

The location of the school library was of primary concern as it was revealed in the literature. The trend is toward a central location arranged in terms of the other activities of the school. The library is usually situated away from the noise areas of the

school, such as the band room, or the gymnasium. It is usually located on the second floor; however, the first floor and third floor were mentioned in a few of the articles. Location was described in 50 per cent of the articles.

Library planners are extremely interested in the size of today's school library it was revealed in the literature. A trend toward building it ample size to meet present enrollment and future increased enrollment needs is a major factor in the library planning of today. References were made to the size of the library in 34.8 per cent of the articles analyzed.

The workroom occupies the third place of eminence in the description of current school library trends. It was referred to in 26.5 per cent of the literature references. Today, the workroom is an essential part of library activity; therefore, careful attention was given in the literature to large workrooms, and to the importance of its location and equipment.

Light ranks fourth as the most frequently discussed item relative to the library in general. It was described in 23.8 per cent of the references. According to the literature, school libraries today are said to be well lighted. Artificial and natural lighting are made use of in school libraries. Artificial lighting included fluorescent lighting, incandescent lighting and cold cathode fixtures. Natural lighting included daylight, directional lighting (northern, southern, eastern or western exposure), clerestory lighting, and skylighting. Fluorescent lighting was used most frequently.

The fifth place of importance was occupied by the conference rooms of the school libraries which were mentioned in 18.1 per cent

of the articles analyzed. The trend toward determining the number of conference rooms needed, the most suitable location, size of the room or rooms, and the purposes for which they are constructed were the most outstanding features mentioned in the literature.

Claiming sixth position or 12.3 per cent of the references were the windows, with emphasis on size, location, number and placement. Stress was on the placement of windows correctly so that they can furnish proper lighting and ventilation. Windows placed so that the north light penetrates are the most generally accepted because of the evenness and lack of glare. Window types should be in accord with the architectural plan of the building.

As revealed in the literature, the office of the librarian was given consideration in 10.8 per cent of the articles analyzed. According to the literature the office of the librarian was located most frequently near the workroom. This was considered an ideal location because the librarian could be in a position to survey the other parts of the library and the activities being carried on there.

In the discussions on reading rooms which occurred in 9.6 per cent of the articles, consideration was given to size, location, lighting and equipment. A central location was considered the most ideal. Directional lighting from the windows and fluorescent lighting were accepted as being the most desirable. Light color schemes for walls and ceilings were recommended.

According to the literature the ideal location of the study room was adjacent to the library with the two areas being separated by glass partitions. More and more attention is being given to room

size, restful color schemes which are generally green and yellow and lighting and equipment. Information about study rooms was given in 9.2 per cent of the articles.

The placement of the entrances and exits was described in 8.1 per cent of the articles. They should be placed carefully in accordance with the purposes they are to serve.

Storage space was described in 6.9 per cent of the articles analyzed. The location of the storage space was mentioned in the literature most frequently. The trend is toward a separate workroom or a storage space which is a part of the workroom.

Most school library planning committees have not seen yet the need for an audio-visual room; however, 4.2 per cent of the articles referred to audio-visual rooms in connection with school library quarters.

The browsing area was referred to in 3.8 per cent of the articles; it was referred to usually as a small area of the reading room; unless, it occupied a separate room in the library quarters. It is usually equipped with a fireplace, comfortable sofa, an easy chair or two, armchairs of various sizes, lamps and colorful draperies. Maple and birch were the usual types of furniture most frequently used. The small area is usually separated by counter height double-faced book shelving. A few of the areas are graced with long built-in davenports covered with colored plastic leather and end-tables as well as large murals are a part of the beautiful arrangement.

Only 3.8 per cent of the articles referred to the classroom

library. Its chief purpose is to aid the central library in serving students.

References were made to ventilation in 3.8 per cent of the articles. The following methods of ventilation are being used in the school libraries of today: grille work inside a dome, central fan room where fresh air is forced in at the ceiling and exhausted through registers near the floor, ventilated skylights, large windows and outside steel sashes and clerestory windows.

The combination study hall library was given attention in 2.7 per cent of the references. Generally, it is made use of in the smaller schools where there may be a teacher shortage. Where this service is used careful attention is given to the location of exits and entrances so that students can be more carefully supervised when they are dismissed.

Heat was mentioned in the literature in 2.7 per cent of the references. The most frequently used kind of heating units were warmulators with automatic thermostat controls and safety pilot valves, insulated block designs.

Such miscellaneous subjects as workspace, periodical rooms, reference rooms, combination office and conference rooms, conference alcoves, plumbing, combination workrooms and offices and reading alcoves were referred to in the literature in a range from 1.9 per cent to 0.4 per cent. Workspace, combination office and conference rooms, conference alcoves, and combination workrooms and offices usually serve the same purpose in the smaller school libraries as

the separate rooms serve in the larger schools; however, the separate periodical room and reference room is found usually in the largest schools, because periodicals and reference materials are usually an integral part of the reading room collection. Reading alcoves may be used as supplementary in large schools or serve the same purpose as a separate reading room in the smaller schools; however, the size of the school, its purposes and the availability of funds determine to some extent the amount of space that is available for certain services in the school library.

Decoration

Ninety-three or 35.7 per cent of the 260 articles analyzed contain references to the interior decoration of school library quarters. In recent years more attention has been given to decorative as well as functional features of the library than in earlier years (see Table 5).

Ceiling treatment has been of foremost concern in 19.2 per cent of the references analyzed. Ceilings are being constructed after careful attention has been given to height, color, materials and style. The ceiling height most frequently mentioned in the literature was 15 feet and six inches. It was recommended that ceiling colors be light. In many instances sound absorbent materials were discussed. Ceiling styles were to be in keeping with architectural styles used.

Floor covering was given the second greatest amount of emphasis in library decoration. Seventeen and seven-tenths per

TABLE 5
NUMBER AND PERCENTAGE OF REFERENCES ON DECORATION
IN ORDER OF FREQUENCY

Subjects	Number of References	Percentage of Total Articles
Ceiling Treatment	50	19.2
Floor Covering	46	17.7
Walls (color, finishes)	37	14.2
Color Schemes	30	11.5
Decoration	15	5.8
Room Arrangement	13	5.0
Woodwork	13	5.0

cent of the references described floor coverings. It was recommended that floor coverings be noiseless and colorful. Asphalt, cork and rubber tiled floors were mentioned most frequently. Colors of various shades of green, gray, black and white, dull reds and blues, and greenish gray were described.

Walls were discussed in 14.2 per cent of the articles on school library quarters. The trend in wall decoration is toward acoustic wall treatment so that it will have a noiseless effect. Oak wainscoting, birch, walnut and stained pine finishes as well as pastel colors are being used extensively.

Color schemes were referred to in 11.5 per cent of the references. According to the literature the trend is toward rich, soft, restful, light colors in furniture, walls, ceilings and floor

coverings. It is a trend to paint the opposite wall a different or contrasting color which blends in with the overall color scheme.

According to 5.8 per cent of the references which dealt with special decorative features the following items were included: paintings, murals, fireplaces, carvings, engravings, sculpture, panelling, borders, flowers, bulletin boards and display cases. In planning the modern library decorative features, principals of balance, harmony and color should be kept in mind.

Room arrangement was referred to in five per cent of the references. The most attention was given to the placement of library furniture for the convenience of the librarian. The charging desk was usually placed in a central position so that all the other activities of the library could be easily supervised by the librarian.

Five per cent of the articles presented information about woodwork. Oak and maple were described as good types of wood because they are hard and durable. The woodwork was frequently enameled in gray or brick finished in gray brown. The trend is toward the use of materials that are easy to keep from being marred and soiled and toward the use of woodwork that can be matched easily with furniture and equipment.

Library Furniture and Equipment

Of the 260 articles analyzed 93 or 35.7 per cent of them contained descriptions of or suggestions regarding furniture and equipment for school libraries (see Table 6). References to shelving were made in 26.5 per cent of the articles analyzed. Most attention

TABLE 6

NUMBER AND PERCENTAGE OF REFERENCES ON FURNITURE AND
EQUIPMENT IN ORDER OF FREQUENCY

Subjects	Number of References	Percentage of Total Articles
Shelving	69	26.5
Tables	50	19.2
Chairs	36	13.8
Furniture Arrangement	34	13.1
Charging Desks	26	10.0
Bulletin Boards	14	5.4
Periodical Racks	14	5.4
Fireplaces	13	5.0
Display Cases	13	5.0
Card Catalogs	12	4.6
Atlas and Dictionary Stands	10	3.8
Book Cases	9	3.5
Sinks	9	3.5
Filing Cabinets	6	2.3
Librarians' Desks	5	1.9
Newspaper Racks	5	1.9
Vertical Files	5	1.9
Book Stack Space	4	1.5
Maps	3	1.2
Work Counters	3	1.2
Typewriter Desks	3	1.2
Telephones	2	0.7
Book Trucks	2	0.7
Shelf-list Cases	2	0.7
Typewriters	1	0.4

was given to items referring to library furniture.

Shelving, tables, chairs, furniture arrangement, charging desks, bulletin boards, periodical racks, fireplaces, display cases, card catalogs and atlas and dictionary stands were discussed with the greatest amount of frequency. Materials, finishes and colors were described and recommended with the aim of making the school library

attractive and functional.

Such miscellaneous subjects as book cases, sinks, filing cabinets, newspaper racks, librarians' desks, vertical files, book-stack space, work counters, typewriter desks, maps, book trucks, telephones, shelf-list cases and typewriters were mentioned relatively a few times. No particular trends were indicated in the literature concerning these subjects.

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